

Reception



Subject	Units of work					
<p>English – Reading and Writing</p>	<p>Baseline Assessments (3 weeks) based on observations to pinpoint starting points</p> <p>Introduction to Author of the Term (Julia Donaldson), basic book skills e.g. holding books correctly, tracking text left to right (1 week)</p> <p>Children will also begin Reading Practice groups and Phonics lessons</p> <p>Practising letter formation (linked to phonics teaching), name writing and pencil grip (2 weeks)</p> <p>Introduction to Talk for Writing – Stuck in the Mud (2 weeks)</p>	<p>Oi Dog / Oi Frog – Rhyming words (2 week)</p> <p>Dear Santa – Letter Writing to Santa – assessment (2 weeks) (persuasive writing)</p> <p>The Christmas Story (2 weeks) (Narrative)</p>	<p>Whole School English Project (2/3 weeks) (Narrative)</p> <p>Whatever Next! (Talk for Writing) (2 weeks)</p> <p>The Enormous Turnip Talk for Writing (2 weeks)</p>	<p>We’re Going on a Bear Hunt (Talk for Writing) (2 weeks)</p> <p>Dear Zoo (Talk For Writing) (2 weeks) (Narrative/descriptive)</p> <p>Poetry linked to Mothering Sunday (1 week) (Performance based)</p>	<p>Jasper’s Beanstalk (Talk for Writing) (2 weeks)</p> <p>Mr Gumpy’s Outing (Talk for Writing) (2 weeks)</p> <p>The Gingerbread Man (instructional writing, 2 weeks)</p>	<p>Rosie’s Walk (Talk for Writing) (3 weeks)</p> <p>The Very Hungry Caterpillar (3 weeks, descriptive writing)</p>
<p>Mathematics</p>	<p>Baseline (3 weeks) Assessments based on observations to pinpoint starting points</p> <p>Counting forwards/Backwards to</p>	<p>Counting forwards/backwards to 20/Numbers upto 5 revisit (1 week)</p> <p>2d shapes/ one more – one less upto 20,</p>	<p>Introduce number 7 (1 week)</p> <p>Fractions – whole, halves, doubling/halving upto 10 (week 1)</p>	<p>Number 10, odds and evens, number bonds upto 10, commutative law (2 weeks)</p>	<p>Numbers 16-20, working with numbers 0-20, Counting in 5s (2 weeks)</p> <p>Assessments linked to EYFS - Number (1 week)</p>	<p>Ordinal numbers, patterns, counting in 1s, 2s, 5s and 10s, Number bonds up to 10 (2 weeks)</p> <p>Time (1 week)</p>

	<p>10/Numbers 1, 2 and 3 (2 weeks)</p> <p>Counting forwards/backwards to 10/Number 4 (1 week)</p> <p>Counting forwards/backwards to 20/Numbers 4 and 5 – (2 weeks)</p>	<p>counting in 2s and 10s (1 week)</p> <p>Number bonds for 1-5 (1 week)</p> <p>3d shapes (1 week)</p> <p>Odd and even numbers/Number 6/counting in 10s (1 week)</p> <p>Use of number line/Revisit number 6, counting in 2s, odd and evens, one more and one less, using a five/ten frame (1 week)</p>	<p>Fractions – whole, halves/counting in 2s (1 week)</p> <p>Number 8/intro to counting stick/hoop (1 week)</p> <p>Number 9, counting beyond 20, Doubles (1 week)</p> <p>Assessments linked to EYFS (1 week)</p>	<p>Numbers 11 - 15, Matching words to numerals (4 weeks)</p>	<p>Assessments linked to EYFS – SSM, work on ordering by length, positional language etc. (1 week)</p> <p>Shape – 2d and 3d, counting in 5s and 10s upto 100 (2 weeks)</p>	<p>Addition and subtraction (2 weeks)</p> <p>Problem Solving (1 week)</p>
<p>Science (Understanding The World)</p>	<p>Ourselves – similarities and differences</p> <p>Seasons - Autumn</p>	<p>Sound – creating our own instruments</p> <p>Seasons – Autumn/Winter</p>	<p>Toys – Push and Pull/Forces</p> <p>Seasons – Winter/Spring</p>	<p>Toys – Materials/Magnets</p> <p>Seasons – Spring/Summer</p>	<p>Growing – Planting seeds and beans</p> <p>Seasons - Summer</p>	<p>Lifecycles – Butterflies and hens</p> <p>Seasons - Summer</p>
<p>History (The World)</p>	<p>Ourselves – our families, changes over time and simple sequencing</p>		<p>Toys – Past and Present, including history of Teddy bears</p> <p>Trip to Toy Museum</p>		<p>Holidays – Past and Present – similarities and differences</p>	
<p>Geography (The World)</p>	<p>Our local environment - navigating around our school</p>	<p>Our local environment – Town Mouse and Country Mouse</p>		<p>The Playground</p>		<p>Barnaby Bear Journeys – Own experiences, transport, weather, appropriate clothing for different climates</p>

<p>Art (EAD)</p>	<p>PPA</p> <p>Finger print names</p> <p>Autumnal art</p> <p>Drawings/Paintings of ourselves/families</p> <p>Colour mixing / exploration</p>	<p>PPA</p> <p>Firework art – using pipe cleaners, junk materials, paint and glitters</p> <p>Diwali cards</p> <p>Christmas cards/crafts</p> <p>Sponge painting Pudsey Bear masks</p> <p>Painting poppies – Armistice Day</p>	<p>PPA</p> <p>Toy paintings</p> <p>Observational drawings of toys</p> <p>Charcoal teddies</p>	<p>PPA</p> <p>Mothering Sunday gifts and cards</p> <p>Easter cards and crafts</p>	<p>PPA</p> <p>Mini beasts – modelling, painting and collage</p> <p>Paintings linked to literacy text</p> <p>Observational drawings of plants and seeds</p> <p>Colour mixing – primary/secondary colours, experimenting with mixing colours using a variety of resources</p>	<p>PPA</p> <p>Mini beasts - sewing</p> <p>Under the Sea – Textures</p> <p>Observational drawings linked to life cycles topic (chicks / butterflies)</p>
<p>Design (EAD)</p>	<p>Playdough, Junk modelling</p> <p>Cooking Activities</p>	<p>Using construction materials to build for a purpose – Construction area and large scale construction in outside classroom</p> <p>Diwali clay divas (Link to R.E.)</p> <p>Cooking Activities</p> <p>Building Sukkot Shelters (Link to R.E.)</p> <p>Making instruments (link to The World)</p>	<p>Cooking Activities</p> <p>Easter crafts and cards</p> <p>Making salt dough stars</p> <p>Junk model space rockets</p> <p>Using construction materials to build for a purpose – Construction area and large-scale construction in outside classroom</p>	<p>Cooking Activities</p> <p>Mothering Sunday gifts – sewing</p> <p>Playground design (link to The World)</p> <p>Using construction materials to build for a purpose– Construction area and large-scale construction in outside classroom</p>	<p>Cooking Activities</p> <p>Gingerbread men playdough using shape cutters and decorating using loose parts</p> <p>Paper plate animal craft – independently selecting from a range of resources, exploring textures and using tools appropriately</p> <p>Using construction materials to build for a purpose– Construction area and large-scale construction in outside classroom</p>	<p>Cooking Activities</p> <p>Paper plate animal craft – independently selecting from a range of resources, exploring textures and using tools appropriately</p> <p>Using construction materials to build for a purpose– Construction area and large-scale construction in outside classroom</p>

Music (EAD)	Me (Charanga) Listen and Respond Explore and Create Singing Share and Perform	My Stories (Charanga) Listen and Respond Explore and Create Singing Share and Perform	Everyone (Charanga) Listen and Respond Explore and Create Singing Share and Perform	Our World (Charanga) Listen and Respond Explore and Create Singing Share and Perform	Big Bear Funk (Charanga) Listen and Appraise Musical Activities Perform and Share	Reflect, rewind and Replay (Charanga) Listen and Appraise Musical Activities Perform and Share
R.E (UTW and PSED)	Dottie and Buzz – Belonging	Sukkot Diwali Advent/Christmas	Dottie and Buzz – Creation Chinese New Year	Dottie and Buzz – Baptism Mothering Sunday	Dottie and Buzz – wide World	Dottie and Buzz – Forgiving
P.E (PD)	Dance PPA Physical Development (PD) Parachute Games	Dance PPA PD Parachute Games	Dance PPA PD Gymnastics – warm up, cool down, pike, star, straddle, straight, tuck (basic shapes)	Dance PPA PD Gymnastics - Balances	Games Skills – Sending and receiving (e.g.balls, beanbags) Team Games PD	Team games – Sports Day preparation PD
P.S.H.E (PSED)	Discussing and deciding class/school rules/routines Turn taking and sharing	Sensitivity to others’ needs Trying new activities Y4 Buddies	Learning when to ask for help Discussing feelings Y4 Buddies	Discussing consequences of actions Y4 Buddies	Taking changes in routine in their stride Y4 Buddies	Preparation for Transition into Year 1 Y4 Buddies

<p>Technology (Understanding The World)</p>	<p>Introduction to classroom technology – class computers, IWB, Ipads etc.</p>	<p>Use of age-appropriate programs/apps and technology within the classroom</p>	<p>Use of age-appropriate programs/apps and technology within the classroom</p>	<p>Use of age-appropriate programs/apps and technology within the classroom</p>	<p>Use of age-appropriate programs/apps and technology within the classroom</p> <p>Introduction to Computer Suite – logging on etc.</p>	<p>Use of age-appropriate programs/apps and technology within the classroom</p> <p>Introduction to Computer Suite – logging on etc.</p>
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